

Scholarship

2009 Assessment Report

Economics

COMMENTARY

Candidates were required to perform across all sections of each of the three questions. Even where the scaffolded questions were well attempted, some candidates omitted the essay answer. In these cases the maximum score given for the question was 3 out of 8.

Many candidates copied and loosely linked large sections of the resource extracts without applying economic theory to the context of the question.

Some scripts had diagrams completed in pencil, therefore being ineligible for reconsideration.

SCHOLARSHIP WITH OUTSTANDING PERFORMANCE

Candidates who were awarded Scholarship with Outstanding Performance typically:

- demonstrated a good understanding of economics, and were economically literate
- demonstrated excellent reasoning that was logical and clearly expressed
- used the planning pages to plan their answers, and wrote in-depth responses to the essay questions
- identified and objectively analysed a range of possible policy options, and evaluated them
- produced justified, evaluative statements that addressed the essay questions rather than just demonstrating understanding of theory.

SCHOLARSHIP

Candidates who were awarded Scholarship but not Scholarship with Outstanding Performance commonly:

- appropriately referred to the resource material in their answers
- accurately applied economic theory and models and drew accurate, correctly labelled graphs
- fully answered each question
- developed answers that clearly addressed the requirements of the questions.

OTHER CANDIDATES

Candidates who were not awarded Scholarship or Scholarship with Outstanding Performance commonly:

- wrote vague and illogical answers
- did not fully interpret the question, and did not address some of the requirements
- did not answer one or more parts of the question
- did not use economic models appropriately, and mislabelled graphs
- copied large sections of the resource material but did not apply economic theory, and did not carry out a sufficient analysis.